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| ***Teacher:* Emily Paul** | | | ***Subject:* English III CP** | | | | | ***Grade:* 11** |
| ***Learning Goals*** | | | | | | | | |
| ***Standards SCELA/Common Core*** | [CCSS.ELA-LITERACY.SL.11-12.1.D](http://www.corestandards.org/ELA-Literacy/SL/11-12/1/d/) Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.  [CCSS.ELA-LITERACY.SL.11-12.3](http://www.corestandards.org/ELA-Literacy/SL/11-12/3/) Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.  [CCSS.ELA-LITERACY.SL.11-12.2](http://www.corestandards.org/ELA-Literacy/SL/11-12/2/) Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data. | | | | | | | |
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| ***Benchmark(s)*** | TSWBAT:   * Respond thoughtfully and intelligently to the perspectives of those involved in the Spanish Civil War * Determine what additional questions they need to ask to fully understand the Spanish Civil War * Evaluate the point of view of various people who participated in the Spanish Civil War and Hemingway’s perspective. * Make informed opinions about the war and its major events after watching the oral history video. | | | | | | | |
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| ***Indicator(s)*** | The student will:   * Participate in a whole-class discussion on the perspectives of those involved in the Spanish Civil War. * Ask questions and conduct additional research in order to fully understand the events discussed by those participating in the Spanish Civil War. * Ask questions pertaining to the novel and its characters in light of their new understanding of the war. | | | | | | | |
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| ***What will students know and be able to do at the end of the lesson?***  By the end of this lesson, the students will be able to understand who was involved in the Spanish Civil War, the events that led up to the war, the outcomes and have an understanding of fascism. Students will be able to articulate the controversies of the Spanish Civil War and apply them to their understanding of For Whom the Bell Tolls during their reading. Students will also have a clear understanding of oral histories and how they are relevant to our understanding of the war, the novel and Ernest Hemingway’s personal experiences with war. | | | | | | | | |
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| ***Student Background Knowledge and Experience*** | | | | | | | | |
| ***Student prior knowledge and skills:***  Previous in-class lesson on Ernest Hemingway. | | | | | ***Accommodations for Diversity (if applicable):***  The Oral History video may be played twice if students feel they need to re-watch. Discussion immediately to follow video. | | | |
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| ***Instructional Procedures*** | | | | | | | | |
| ***Content Summary (concepts and essential understandings):***   * Main events of the Spanish Civil War * Definition of perspective * Analysis and evaluation of perspective * Understanding the author’s perspective | | | | | | | | |
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| ***Teaching Methods:***   * Videos (movie trailer and Oral History video) * Whole-class discussion * Individual writing assignment | | | | | | | | |
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| ***Student Grouping:***  Students will sit in their individual desks | | | | ***Interdisciplinary Strategies:***  First-hand historical accounts | | | ***Reading Strategies:*** | |
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| ***Resources and Materials*** | | | | | | | | |
| ***Written Texts:***  *For Whom the Bell Tolls* by Ernest Hemingway | | ***Oral Media:*** | | | | ***Visual Media:***  Movie trailer Oral History Interview | ***Technology:***  Computer, overhead projector, speakers | |
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| ***Instructional Activities (Lesson sequence and allotted time)*** | | | | | | | | |
| ***Opening:***  Begin the day with greeting students and taking attendance.  Briefly refer to our previous class to quickly wrap up any loose ends that may have occurred.  Finish introduction by sharing a story or poem. **(15 minutes)** | | | | | | | | |
| ***Main Activities:***   * Introduction to the novel and the Spanish Civil War along with instructions for daily activity **(10 minutes)** * Show movie trailer and explain it’s relation to the novel **(10 minutes)** * Oral History Videos and Questions **(30 minutes for video and discussion)**   + We will watch one Oral History video (one I have chosen prior to class). Students will be expected to discuss the video and participate in discussion. We will discuss how real events can provide inspiration for novels and what students should expect while reading | | | | | | | | |
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| ***Closing:***  In-class writing assignment: Based on what you have learned about the Spanish Civil War and from our introduction to *For Whom the Bell Tolls*, what do you think about Hemingway’s experience as a war correspondent? Do you have any pre-conceived conceptions of the novel or of Hemingway? **(10 minutes)** | | | | | | | | |
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| ***Formative Assessment/Evaluation (Attach assessments and assessment criteria – cite evidence of meeting learning goals)*** | | | | | | | | |
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| ***Adaptations/Accommodations (Include student needs and instructional modifications, if applicable)*** | | | | | | | | |
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| ***Reflection (Indicate what you would do the same and what you would do differently when teaching this lesson again)*** | | | | | | | | |
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Civil Rights Oral Histories

Name: Date:

1. What is the speaker’s name?

1. What issue in the civil rights movement is the speaker discussing (bus boycotts, sit-ins, school desegregation, or something else)? How did they participate in the movement?

1. Give a brief summary of what the speaker is discussing. What happened to them? Where were they?

1. What do you think the person’s perspective on the civil rights movement is? Remember **perspective** means a person’s attitude toward or way of regarding something, their point of view.